

SCENARIO 3 OF 10

# IN THE KINGDOM OF FEELINGS

SHYNESS

*The Appearance of  
a New Resident  
in the Kingdom*



## SCENARIO CARD

*Diary entry***| OBJECTIVE OF THE CLASS**

Recognising and naming shyness, dealing with this feeling.

**| ACTIVITIES**

- Royal Announcement – reading the announcement from the royal couple. Talking about what it said.
- A meeting of all the residents – a conversation about the problem of the new hero. Putting oneself in somebody else's shoes and trying to name their feelings.
- A shy puppy – a drama game. Attempting to recognise, name and interpret external signs of feelings and emotions.
- We help the doggy – a game in a circle. Developing empathy. Showing warmth and understanding.
- The second rule – introducing the rule "We try to be cordial towards each other and not force anyone to act against their will".
- A name for the dog – a word-forming game. Thinking of a name for the royal dog.
- Mountain of Shyness – listening to the royal edict, placing a fingerprint on the flag and receiving a badge for the Resident of the Kingdom of Feelings Card.

*What is happening in this episode?*

The children are informed that all the inhabitants of the Kingdom are asked to gather in the square in front of the castle, i.e. in front of the scenery board. The royal couple announces that they want to introduce a new companion of their adventures in the Kingdom of Feelings to them. However, seeing the large number of residents who have gathered to meet them, this new character is feeling shy and has hidden in the castle. The king allows the children to quietly approach the window of the chamber so that they do not frighten the new resident and see what they look like. They find out that it is... a puppy. The children help the royal couple support the puppy in overcoming its shyness by encouraging it. The residents discuss the second rule of the Kingdom, which is: "We should be cordial towards each other and not force anyone to do anything against their will". After receiving support, the puppy feels safer and appears in the square of the castle. The royal couple asks the inhabitants to give the doggy a name. In order to commemorate this event and as an expression of gratitude for the demonstrated warmth and understanding, the queen names one of the hills surrounding the Kingdom the Mountain of Shyness, and the residents receive their first Resident Card badge – "I know what shyness is". The royal couple announces that the Kingdom will soon be celebrating its birthday and that they cordially invite all residents to get involved in the preparation and celebration. The birthday of the Kingdom falls on the last day of the series of classes.

## Preparation for the classes

### | TEACHING AIDS

- an announcement from the royal couple
- dog illustration
- dog character template
- flag template
- template of the badge "I know what shyness is"
- a chest
- Rules of the Kingdom of Feelings Card
- Resident of the Kingdom of Feelings Cards
- a recorder or a telephone with a recording function
- a pen
- ink and a sponge
- glue

## Preparation of the scenery and props

On the day before the class, hang the announcement of the royal couple on the scenery board next to the castle. Prepare an illustration with the dog and the silhouette of the dog and a collar, have them with you from the beginning of the class, but do not show them to the children.



## LESSON PLAN

**| ROYAL ANNOUNCEMENT – READING THE ANNOUNCEMENT FROM THE ROYAL COUPLE**

When the children gather in the classroom before breakfast, direct their attention to the scenery board and the announcement. Ask them to sit down for a moment and read the announcement:

” Dear Residents of the Kingdom of Feelings! ”

*We kindly ask you to gather in the square in front of the castle after breakfast. We have something important to announce to you.*

YOUR QUEEN AND KING

Ask the children if they can guess what the royal couple wants to announce to them. Remember not to reveal any details of future events in the conversation.

At the set time after breakfast, the children will gather again in front of the scenery board. Take the silhouettes of the inhabitants off the board and give everyone the character they have created. Inform them that they are in the Kingdom of Feelings again.

**| A MEETING OF ALL THE RESIDENTS  
– TALKING ABOUT THE TROUBLE OF THE NEW HERO**

Note that the time set in the announcement has already come but the royal couple has not appeared. Wait another moment and then suggest that the children call the royal couple.

After a long wait, the royal couple comes out of the castle; say, animating the silhouettes:

*We would like to thank the inhabitants of the Kingdom of Feelings for gathering in such great a number. We apologise for keeping you waiting, but we have a serious problem. We wanted to introduce you to a new inhabitant of the Kingdom, but as soon as he saw how many people gathered in the square, he withdrew to the chamber, hid under the blanket and wouldn't come out. I think he is feeling shy.*

Stop the animation and ask the children:

- Why do you think the new inhabitant of our kingdom is hiding?
- Do you know what it means to feel shy?

Encourage the children to ask the royal couple to reveal the secret of who the new inhabitant of the Kingdom is. Start the animation again and say, as the king:

*If you want to see the new inhabitant of our Kingdom, you can come to the window and discreetly look inside the castle chamber where he is hiding. But be careful not to scare him even more. Please, just be quiet, be good.*

Show the children an illustration where they can see the inside of the chamber through an open castle window and a puppy curled up in a corner. Ask them to whisper what they can see:

- What does the new inhabitant of the Kingdom look like? What does his muzzle express?
- Where is he and what is he doing? How is he behaving?
- How may he be feeling?

- How would you feel if you were to show yourself for the first time to a large group of people you don't know?
- What would you look like? What would your face express? How would you behave?

**\*WHAT FEELING MAY THAT BE? LET'S FIND OUT!  
– AN ADDITIONAL ACTIVITY FOR OLDER CHILDREN**

If you run a class in a group of older preschool children and you think that the children will be up to the task emotionally, you can propose that they become a new inhabitant of the Kingdom and play out a scene. This task will allow the children to better understand what feeling you are talking about, but remember that you need to take care of their emotional security.

Propose the following

- Does any of you want to try to put yourself in the position of the new inhabitant of our Kingdom?

Invite volunteers to the middle of the square to just stand in front of the group for thirty seconds. Then ask:

- How do you feel, standing in front of the whole group? What do you feel like doing (e.g. run away, hide, curl up, cry, say something to them)?

You can support a child who is standing in front of the group by saying, for example, "You have the right to feel everything you are feeling right now. It's normal and perfectly all right." Be prepared for different reactions from the children – some will like being in the spotlight, others will, in fact, feel shy.

At the end of the exercise, thank the volunteers for participating and sharing their feelings with the other inhabitants.

**| A SHY PUPPY – A DRAMA GAME**

Invite the children to show how shyness can manifest itself:

- What does a person who feels intimidated look like?

*Let's take a closer look at the doggy. Approach the castle window quietly so as not to frighten him even more. See how he is curled up, his paws are rolled up, his tail curled up, he is looking at the floor and shaking.*

Suggest that the children try to adopt the same posture as the doggy and show how a shy person looks. Then ask:

- How did you feel?
- What happened to your heads and back?
- What did your faces look like?
- Maybe you've noticed that people often blush when they're feeling shy?
- Or maybe one of you felt like you were blushing and felt hot in the face?

You can also ask the children how they behave when they are feeling shy, e.g. when people they don't know come to their home.

## **| WE'RE HELPING THE DOGGY OVERCOME ITS SHYNESS – CONVERSATION, RECORDING WHAT IS SAID**

Encourage the children to take action:

*How could we, as the inhabitants of the Kingdom of Feelings, help the doggy to overcome his shyness and learn about it? How could we show him our care and friendliness?*

### **| We show hospitality – a reassuring recording**

Talk to the children, direct them to the statement that care and hospitality are the opposite of ridiculing someone's shyness. Emphasise that encouragement must not be about pushing a shy person to overcome their shyness as quickly as possible and start making contact. Ask the children:

*Perhaps one of you would like to say something to the doggy that would be cordial and caring? We can record a special message for him from the residents of the Kingdom of Feelings.*

Record the words of volunteers with a telephone or a recorder. Then play back the whole recording, while holding the phone/recorder at the castle window on the scenery board, so that the message reaches the puppy who is still feeling shy.

### **| We show our understanding – talking to a shy dog**

Encourage the children to take part in the following activity:

*Maybe now the doggy is looking shyly somewhere from behind the curtain in the castle window and is checking if all the residents are still waiting for him. How can we show him that we understand his feeling of shyness and sometimes we feel this way, too? Why don't we all show what we look like when we're shy?*

You can suggest that the children talk about how they deal with the feeling of shyness and thus show the doggy their understanding.

## **| HOW CAN WE DEAL WITH SHYNESS? – TALKING TO AND ENCOURAGING CHILDREN TO GIVE ADVICE TO THE ROYAL COUPLE ON HOW TO HELP THE DOGGY**

Sum up the ways to show support you have used so far to help your doggy. Encourage the children to share their experiences:

- Think about how you deal with intimidation. What helps you in a situation like that? Who and how supports you in overcoming intimidation?

Ask the children to speak to the royal couple as citizens of the Kingdom and share their suggestions about what they can do to make their dog brave enough to come out.

During the conversation, pay attention to the children's answers, highlight especially those that express concern and hospitality; you can paraphrase them. Focus the conversation on such behaviours as: not ridiculing, giving the time to get used to the situation, not being ashamed and not forcing someone to be active.

In conclusion, say that different people need different solutions, different ways – for one person a minute of peace and quiet would be helpful, another person needs support from a person who is important to them, and someone else will overcome their shyness when the people looking assure them that they will not laugh at them.

## THE SECOND RULE – INTRODUCING THE RULE “WE TRY TO BE CORDIAL TOWARDS EACH OTHER AND NOT FORCE ANYONE TO ACT AGAINST THEIR WILL”

Remove the Rules of the Kingdom of Feelings Card from the scenery board and say:

- Let’s think about how we experience shyness. What kind of support would we need in a situation like that?



After a short conversation, propose to the children that you formulate the second rule of the Kingdom of Feelings: **We try to be cordial towards each other and we do not force anyone to act against their will.**

Try to make sure that the children understand the intention of the rule: Each of us has different needs and sensitivity, so we need a different way of showing empathy. It is important not to do anything by force – not to force anyone to go and be brave, not to ridicule, blackmail, bribe, only to give a person the time to overcome their intimidation and to show understanding and kindness.

Encourage the children to play out scenes in pairs in which they demonstrate how to show understanding and hospitality towards another person and present behaviour that breaks this principle. If the task proves to be too difficult, the children can go back to discussing how they behaved towards the doggy and pointing out what does not help them overcome their intimidation.

Once you have checked whether the children understand the rule and have discussed the ways in which it gets broken, write it down on the Rules of the Kingdom of Feelings Card. Then attach the Card to the scenery board.

## A NAME FOR THE DOG – A WORD-FORMING GAME

Go back to telling the story:

*We have shown the doggy, an inhabitant of the Kingdom, so much support and hospitality. Do you think he is going to show up now?*

While animating the king or queen, introduce the children to the dog:

*And here is the four-legged inhabitant of our Kingdom! He was so intimidated when he saw such a large group that he preferred to hide behind the door and only look through the gap and see what you were doing. In the end, however, you showed him so much support and he heard so many nice things from you that he is no longer as afraid.*

Reach for the dog’s silhouette and act out the scene where the dog slowly leans out from behind the figure of the king, then carefully examines the area, approaches the children and shyly sniffs the silhouettes of their figures. After getting acquainted with the group, the doggy returns to the royal couple. As the queen, say:

*Please help us name the doggy because we were so worried about his behaviour that we didn’t have the time to do it. What are we going to call him?*

The children propose names for the dog and the group chooses one name together. If you have problems making a decision, remind them of the first rule of the Kingdom of Feelings. Once you’ve made the choice, take on the role of the queen and say:

*We thank you so much... [chosen name] is a beautiful name, our dog likes it, too.*

*We will put a collar with his name on it so that everyone knows what to call him.*

Write the chosen name on the collar and attach it to the silhouette of the dog.

### **| MOUNTAIN OF SHYNESS – LISTENING TO THE ROYAL EDICT**

Then, as the queen, speak to the inhabitants:

*To thank you for helping our dog overcome his shyness, I will name one of the hills in our Kingdom the Mountain of Shyness. I give you, my dear citizens, a flag with the symbol of intimidation to be placed on the peak of that mountain. If you have ever felt shy yourself, you can put your fingerprint on this flag. So that we never forget that each of us experiences this feeling sometimes, and everyone has the right to do so.*



The children, one by one, dip their thumbs in the ink and put their fingerprints on the flag. They then choose the hill that will become the Mountain of Shyness and attach a flag to the top of it.

Playing the role of the king or queen, address the children:

*All brave inhabitants of our Kingdom who have conquered the Mountain of Shyness, receive a special badge to stick on their Resident Card.*

Take out the Residence Cards from the chest and hand them out to the children along with the badges. Give the children the time to stick them to their Resident Cards. Then, as the queen, say:

*I would hereby like to announce that in ... [the time remaining until the last class, e.g. two weeks] we will organise a great and happy birthday party for our Kingdom of Feelings together, filled with attractions, in which all our residents will be able to participate. We very much hope that you will all get involved in the preparations and help us create a wonderful programme for the celebration.*

### **| THE RESIDENTS RETURN HOME – THE END OF CLASSES**

At the end of the class, inform the children that the preparations for the Kingdom's birthday will begin soon.

*Meanwhile, the adventures are over for today and the inhabitants of the Kingdom should return to their homes.*

Attach the silhouettes of the residents, the royal couple and the puppy to the scenery board and put the Resident of the Kingdom of Feelings Cards in the chest.

## *After the class – information for parents and guardians*



After finishing the episode, provide the parents or guardians of your children with information prepared especially for them, which will enable them to continue the work you have done with the group today. You will find it [here](#).



## | DEAR PARENTS, DEAR GUARDIANS!



Today, as part of the series "In the Kingdom of Feelings", during the class we talked about shyness. The children have been taming a frightened fairytale doggy who needed time to stop feeling shy. Together with the children, we were considering what would help him stop feeling scared and allow him to come out and play with them freely.

Shyness is natural for a child at a certain stage of development. Going to the preschool for the first time, it is difficult for them to part with their parent, because it is a new situation for the child. Discovering the world is much safer when a child can go back to the parent and hide behind them, to gain courage again before the next adventure. Just like that doggy who doesn't know the children yet and won't run out to them immediately, cheerfully wagging his tail. However, the problem appears when shyness repeats and perpetuates, making it difficult for the child to function.

The shy ones are calm and seem not to cause educational problems. However, for the parents of a shy child, it is a significant problem when they see that they lack carefree joy and spontaneity, and that their life is dominated by negative emotions such as fear, a sense of inferiority, resentment and jealousy.

Shyness has a purpose. It is instinctive resistance against being close to a stranger. At the beginning of civilisation, intimidation served to protect life and health. To this day, it is important that children remain vigilant and know who to trust.

Dear parents, what can you do when your child feels shy on a daily basis? The most important thing is not to label your child as "shy". They can start to identify themselves with this attitude and decide that it is the trait which they are condemned to live with. It is more helpful to talk about the situation in a descriptive way – "They need time to have fun". This demonstrates the temporary nature of this state and shows hope for change.

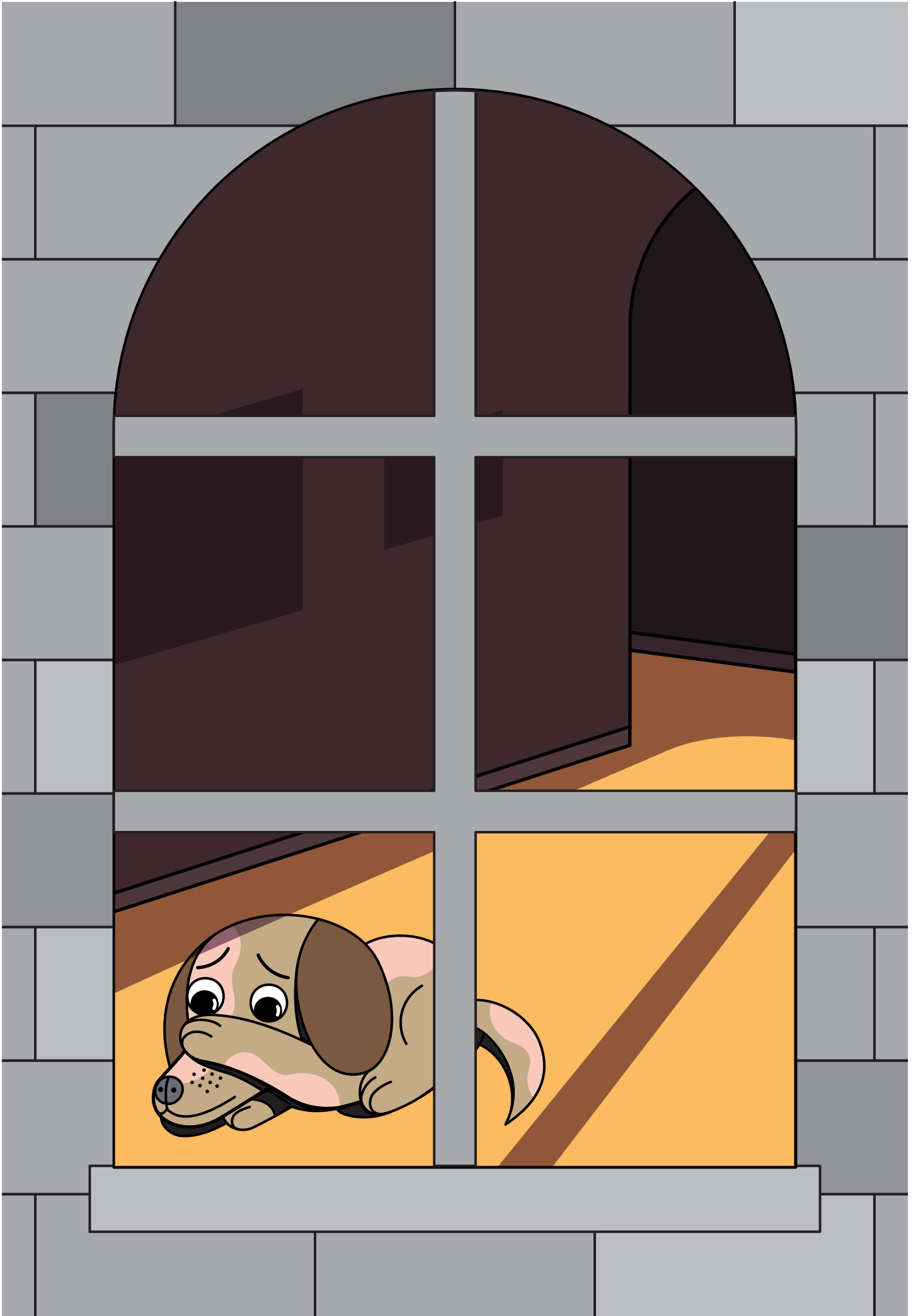
It is best to get the child used to difficult situations using the small steps. If a stressful situation appears, it is best for us to just be with the child and give them time to get used to it, do not rush them or put pressure on them. If, for example, they are ashamed to say hello to an auntie, do not insist they do so. If they reach out their hand to say goodbye at the end of the visit, it will be a great achievement. These are not big breakthroughs, but small steps that are the basis for overcoming shyness. Spotted by parents and named, they will allow the child to believe in their own abilities and increase their activity. Overcoming fears and inhibitions in this way increases self-esteem and gives hope that in future situations the child will be able to participate more actively in tasks that were previously difficult for them.

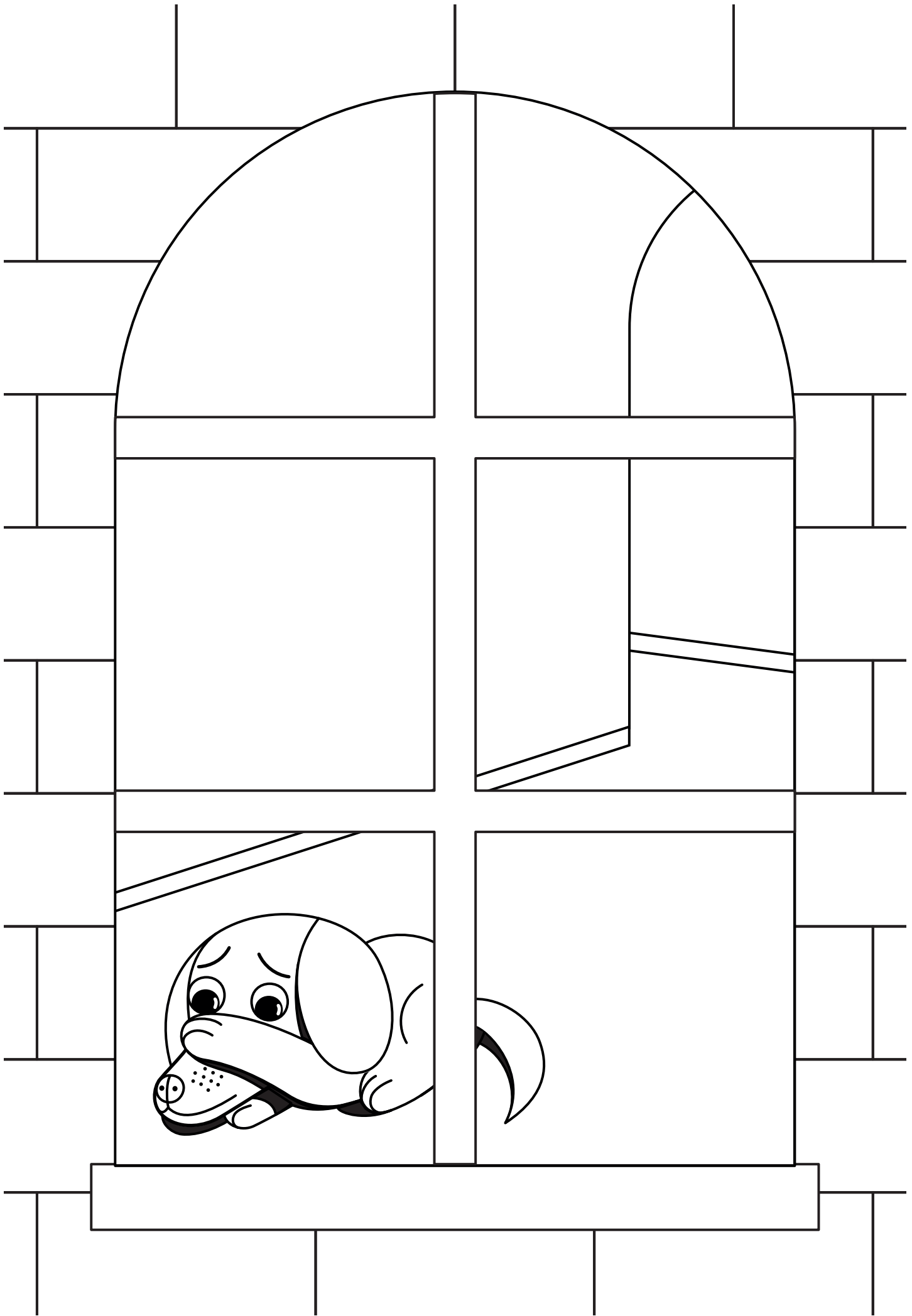
Subsequent tasks should be created according to what the child can do. The most important thing is the presence of a parent who sees their efforts. These can be the smallest household chores, if noticed and appreciated. The sense of satisfaction with their own achievements builds self-esteem and allows them to overcome their shyness. Praise and joy expressed by their closest family and, above all, pride in themselves constitute the motivation to more effort.

What is not helpful is comparing to others because it clips their wings and takes away their self-confidence. Instead, you can notice the positive behaviour of another child and say:

"I liked the way that boy approached you and invited you to play with him". This does not include an assessment, but shows that such behaviour is possible.

Self-confidence is developed in a safe climate of respect and acceptance. The level of anxiety decreases and the space appears to strengthen self-esteem and self-confidence in situations that once caused anxiety, and now, under the patient supervision of loved ones, prove to be challenges the child can overcome.





*Dear Residents of the  
Kingdom of Feelings!*

*We kindly ask you to gather  
in the square in front of the castle  
after breakfast. We have something  
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*Your Queen  
and King*